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Methods and technologies for the implementation of pedagogical games in the system of preschool education

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Abstract: *Organization of gaming activities in preschool organizations, the tasks of the teacher, types of games, methods and technologies of games, forms of organization of games in the world, the basic principles of games, about the functions of the game.*

Keywords: *Preschool educational organizations, games, events, reflection, types of games, games with movement, games that are played peacefully.*

1. INTRODUCTION

The game is the main activity of preschoolers, thanks to which the child is formed as a person. The game determines the future educational and labor activities of children, the formation of their attitude towards people. On the basis of game activity, the child's cognitive activity develops, the better the child plays, the better he goes to school. Psychologists consider the game a leading activity in kindergarten. In the game, all aspects of a child's personality are formed by interacting with each other. Only when children will have the opportunity to express their opinions during the lessons will their interest and mutual trust in the lessons increase. The quality of each training depends on the physical and mental health of the participants. Communication with a psychologist is included in the agenda in order to study the mental state of physically healthy children and cheer them up from the very beginning of the day. It is recommended that the psychologist speak with the children individually, organize short-term games with their psychological state and experience, solve current problems and have a psychological approach to cheer up. The department of daily walks, active games, acquaintance with nature, work, freedom of activity is a department with the highest level of children's development. Exercises are selected based on the age of the children, the state of health of each child, the general level of development, time of year, features of the place, learning conditions. During training, attention is paid to the type of training, the age of the children, and weather conditions. These activities are also taken into account when organizing physical education with children. Seasonal games can also be organized during training.

There are a number of principles of the game, the main of which are:

1. Free participation in games - if the game is fun and interesting, every child wants to participate in it.
2. Mutual respect is similar to the rule in relationships, where each participant has the right to freely express their opinion and choose.
3. Understanding the rules of the game - before the lesson, the children get acquainted with the goals of the game. If some children do not understand this, the rules of the game are explained again.
4. Reflection is a principle based on the fact that children like the most, what they know and learn.

2. LITERATURE REVIEW.

Each game performs certain tasks:

- charm;
- communicativeness;
- implementation of opportunities;
- diagnostics;
- communication between the participants in the game;

- socialization.

Game technology is especially important for preschool children whose development goals are to develop the child's cognition, thinking, memory and attention. The main task of the teacher is to organize the game, create conditions for children's creativity. Each game is a school of cooperation, the interaction of a child with intellectual development problems with adults and peers. Child development is achieved through play, creating sincerity, mutual support, and a cheerful mood. Types of games in preschool educational institutions include: educational games, didactic games, national folk games, national action games, sports games, simple action games, production games, performance o Games, building games, action games, role-playing games.

3. MATERIALS AND METHODS

Pedagogical games used in the system of preschool education can be classified as follows: Depending on the type of activity: social-intellectual, labor, social and psychological games. Depending on the nature of the pedagogical processes: educational, developing, productive, creative, psychotechnical games. Depending on the method of the game, it is divided into plot, plot, artistic role, imaginative and dramatic games.

Cognitive games develop the child's ability to analyze objects in accordance with color, shape, size. Thanks to fascinating games, the children's obsessive attention gradually switches to arbitrary attention. The process of voluntary attention also occurs when the child is focused on something interesting. Mandatory attention means that the child is engaged in activities that are not interesting to him. Through games, students' thinking is also shaped. The development of thinking is the acquisition of figuratively effective, visual-figurative, logical thinking. During such games, children begin to form elements of logical thinking, that is, they can draw conclusions and think according to the laws of logic. Pupils may not want a daily routine during sleep, that is, they may not sleep. In such cases, teachers conduct passive classes with children. The main goal of these classes is to provide children with the necessary sleep. Due to the fact that the training is carried out indoors, outdoor games are not used. It is advisable to use stunning games that are played peacefully. For example, Puzzle is a very interesting game. One student asks: "I have a total of 5 sticks, how many two hands do I have in one hand?" Children are responsible. The game continues like this. Depending on the qualifications of the teacher, the types of requests may be changed voluntarily.

4. RESULT AND DISCUSSION

The teacher asks questions consisting of short questions and answers that encourage children to think mentally, to think independently. During this workout, you can use games that develop fine motor skills. For example, in a tower assembly game, an educator teaches children to distinguish between large and small rings and explains how to use them to build towers. Gradually complicate children's knowledge and skills. How great is the conversation with the children during the games, have you built the tower correctly? what you have Asked such questions encourages them to think mentally. Exercises that develop finger gymnastics also soothe the baby's brain.

5. CONCLUSION

In general, when organizing game events with children, the following rules should be considered:

Before the start of the lesson, determine how children understand the rules and content of the game, take into account the age characteristics of children and their relationships with each other, take into account the abilities and psychological characteristics of each child. from the use of materials, the development of methods that attract attention, the correct distribution of roles to children, the purpose of the game, to get an idea of the main stages of the game and predict the outcome.

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